

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan Template

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Program/County: ABE/GED Jefferson County	Director: Joyce Griffith

Title: "Strokes-What You Need to Know"	Content area: Reading Comprehension-using prior knowledge
Length of lesson: 90 minutes	NRS Level (s): TABE 2.9-5.0
Standard(s) Foundational skills: read with sufficient accuracy and fluency to support comprehension. TABE 9/10, Levels E and M	

Lesson Objectives Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's taxonomy	At the end of this lesson, students will be able to:
	Given a text, demonstrate the ability to utilize a Graphic Organizer (KWL Chart) by articulating, in writing and verbally, new information. Recall facts from text.
	Working in teams, chart what was learned and determine if the "w" part of the KWL was completed.
	Examine cause and effect relationship of information presented.
	Employ "think aloud" tool while reading, both orally and silently, to construct meaning and correctly interpret and comprehend information.

Assessing mastery of the objectives		<p>I will know that the lesson has been effective when my students can answer the following essential questions :</p> <p>What are some of the risk factors for stroke? What are some symptoms of stroke? What happens during a stroke?</p> <p>The means of assessment and check for understanding will be:</p> <p>Participate in a class discussion for demonstration of what was learned. Complete KWL Chart. Report on KWL Chart with team member(s). Explain a cause and effect relationship recalled from the text. Complete activity at the end of the reading passage, including short writing activity.</p>
Pre-teaching	<ul style="list-style-type: none"> How will I introduce the objectives? How I will make a connection between the content and my students and engage? How I will draw on prior knowledge? How will I provide purpose for using the strategy and reading the selected text? 	<p>I will ask: What is a stroke? Do you know anyone who has had a stroke? How did it change his/her life? Do you know any symptoms or causes of stroke?</p> <p>I will draw a KWL chart on the whiteboard to complete the first two sections (the K and the W) as a group.</p> <p>I will read aloud the first three paragraphs of the passage, modeling the Think Aloud tool.</p> <p>I will comment on the fact that there are things that might cause a stroke and the effects of a stroke to show cause and effect.</p> <p>I will introduce and define new/key vocabulary, making connection to our ongoing Word Box of vocabulary words, if appropriate.</p>

Teaching	<p>Instruction/Modeling</p> <ul style="list-style-type: none"> • How I will deliver the information so that students are engaged? • How will I describe the strategy, provide purpose, model it and or provide examples? • How will I introduce and engage students in the text? <p>Guided Practice</p> <ul style="list-style-type: none"> • How I will provide opportunities for students to practice in the classroom so I know they understand? • How will I make sure they are <i>“getting it”</i> during the lesson? 	<p>Hand out KWL graphic organizer (GO).</p> <p>Say: “Some of you might know someone who has had a stroke” to open the discussion and connect it to “what I know” portion of GO. Discuss what prior knowledge students may have re: strokes and begin writing on the GO on whiteboard.</p> <p>Say: “now, let’s think about some things we would like to know about strokes”. Engage students in discussion and have them write on their individual GO.</p> <p>Hand out article.</p> <p>Read title and discuss vocabulary words, both in context and for additional meanings, making connections to article.</p> <p>I will read aloud the first three paragraphs, using Think Aloud to model meta-cognitive (thinking about what you are thinking about) skills. Ask students questions while reading. I will note the cause/effect relationship of risk factors and symptoms.</p> <p>Instruct class to read the rest of the article, using highlighters or underlining to note key words and passages to enhance recall.</p> <p>Divide class into small groups and complete “what did we learn” section of GO.</p> <p>Circulate among teams to assure that all are engaged and appropriately completing activity.</p> <p>Connect what we learned to what we wanted to learn by discussion.</p>
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	<p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? 	<p>Class can research the topic “heart attacks” on line and complete a KWL, or compare and contrast using Venn Diagram, if time, or on a consecutive day.</p>
Post-teaching	<ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? 	<p>Learners will verbally report on their KWL charts.</p> <p>Learners will complete the Q and A activity at the end of the article, including short writing piece.</p> <p>Discuss how important it is to have facts when it comes to health issues (reinforces fact vs. opinion strategy)</p>
Text and Materials	<ul style="list-style-type: none"> Authentic Based on students interests and goals 	<p>Article-“Strokes-What You Need to Know”</p> <p>List of vocabulary words to pre-teach</p> <p>KWL Graphic Organizer handout</p> <p>Comprehension questions with article</p>
How learning can be extended at home?		<p>Point out how many resources there are for getting information about health issues.</p> <p>Discuss how students can “mentally” use the KWL tool when watching a news program, reading a magazine article or a Sunday School lesson, or reading to their children or grandchildren.</p>

Key vocabulary	<p>Risk factors</p> <p>Vessel</p> <p>Common</p> <p>Frequent</p> <p>Symptom</p>
Use of technology (if appropriate)	For follow up and independent practice.